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a report containing information on the training of aeronautical engineers, technical officers, and enlisted mechanics of the Polish Air Force. Descriptions of the Military Technical Academy (WAT) at Warsaw/Boernerowo, the Air Force Officers Technical School at Olesnica, and the Aviation Technical School at Zamosc are included.

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Aircraft Maintenance Training in the Polish Air Force

General Information

1. There were three main categories of maintenance personnel in the Polish Air Force; aeronautical engineers, technical officers and enlisted mechanics. Engineers could be graduates of either civilian or military universities or they could be personnel who had never attended any formal school but who had acquired their knowledge and rank after several years of experience as aircraft mechanics or technical officers. Technical officers were generally graduates of military institutions, but again there were a few who had had no formal training but had had several years of experience. Mechanics, too, had either graduated from air force maintenance schools or they had acquired their skill through on-the-job-training.

Aeronautical Engineers

2. Since there was a general shortage of graduate engineers in the Polish Air Force, strong emphasis was placed on recruiting such individuals upon graduation from civilian schools. This recruitment was carried out at the school by a representative from the Ministry of National Defense. Although considerable effort was made every year to recruit these engineers, few of them ever entered the air force and the majority of those who did were trying a short time later to return to civilian status. The lack of interest in a military career could be attributed to the fact that a civilian job offered the same pay and fewer obligations than an air force position. [redacted] 25X1 engineers the majority were normally assigned to research and development organizations such as the Main Aviation Institute (Glowny Instytut Lotnictwa) in Warsaw. Engineers who were graduates of civilian universities and had agreed to enter the air force were compelled, prior to being commissioned and assigned to a certain unit, to undergo special courses conducted by the air force which lasted from two to five months. These courses were designated to give each of them a certain specialty in the field of aircraft maintenance. There were three such specialties -- aircraft (engine and airframe), armament, and electrical/radio equipment. Once they were assigned a certain specialty, they could not switch to another without additional formal training. During these courses, engineers wore the uniform and received the pay of an air force private. Upon the completion of the course, they were awarded the rank of warrant officer with a second lieutenancy generally following within two months. The courses were conducted at the Air Force Officers Technical School (Oficerska Szkola Techniczna Wojsk Lotniczych) at Olesnica Airfield (N 51-13, E 17-27) and lasted from two to five months de-

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pending on the particular specialty. The aircraft and armament courses lasted two months while the electrical/radio equipment course had a duration of five months. The school was formerly located in Zamosc (N 50-43, E 23-15).

3. Engineers who were graduates of the one military school differed from their civilian counterpart in that they majored in one of the three specialties from the beginning of their studies. There was only one military engineering university in Poland; this was the Military Technical Academy (Wojskowa Akademia Techniczna - WAT) which was located at Boernerowo Airfield (N 52-15, E 20-55). Upon graduation, engineers were commissioned as either a warrant officer or second lieutenant depending on their school grades. Approximately 50 percent of all air force engineers were graduates of the military academy.

4. The third type of aeronautical engineers who served in the Polish Air Force were personnel who did not possess a diploma; they were former aircraft mechanics or technical officers who through the years had acquired knowledge and experience which was equivalent to the formal training of a graduate engineer. However, prior to assuming the position of an engineer, such individuals were compelled to attend an eight-month course at the Military Technical Academy. Upon successful completion of the course, they were issued a certificate which authorized them to perform the functions of engineers. Although since 1956 the Polish Air Force had been eliminating this type of engineer and had been gradually replacing them with graduate engineers, in 1957 a good 50 percent of the total number of air force engineers were still of the non-graduate type. The majority of those replaced were unceremoniously discharged from the air force. They could not remain as enlisted men. Those who had attained higher ranks (i.e., captains and majors) and who had been decorated could normally attend the technical academy and thus obtain a diploma; however, for the entire four-year duration at the school they received the pay of a student instead of that slated for their particular rank. A captain, for instance, dropped from a monthly salary of about 2,200 zlotys to 1,200 zlotys. Although the reduction in pay was great and the studies difficult, few officers ever rejected this type of offer; approximately 50 percent of the students at the technical academy consisted of non-graduate air force engineers seeking a diploma.

5. A non-graduate engineer, who had the rank and the medals to enter the academy but was not qualified from a scholastic standpoint, was often placed in a civilian job by the air force prior to his release from the service. The job was usually that of an inspector or foreman at one of the country's aircraft manufacturing plants. If a non-graduate engineer was offered admission to the academy and refused, no civilian position was found for him; he was merely discharged.

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Technical Officers

6. Technical officers were either graduates of military schools or as in the case of certain engineers, they began their air force career as mechanics and worked their way up. There were also a certain number of technical officers who were ex-mechanics and who had received direct commissions following World War II when maintenance personnel were scarce. Beginning with 1956, non-graduate technical officers were gradually being replaced by officers who had completed the Air Force Officers Technical School in Olesnica; this was the sole air force school where technical officers were trained. Non-graduate technical officers due to be released could transfer to the army where they usually became motor-vehicle maintenance officers. They could not attend the school in Olesnica and thus obtain a certificate. They either went into the army or were discharged. They also could not remain in the air force as enlisted men. Technical officers also specialized in one of the three specialties -- aircraft, armament, and electrical/radio equipment. Thus far, only those who possessed the aircraft and armament specialties were being released and replaced. Those who specialized in electrical and radio equipment seemed destined to remain in the air force for a long time to come, since as new types of aircraft were made available, with more complex electronic devices, more and more qualified personnel were needed to care for that equipment. In 1957, about 30 percent of the technical officers in the air force were of the non-graduate type.

7. The course for technical officers lasted three years, during which time they majored strictly in one of the three specialties. Whereas engineers had an excellent knowledge of all three specialties, although they only worked in one, technical officers only had a basic knowledge of the other two specialties besides their own. Upon graduation, each technical officer was commissioned a warrant-officer. Unlike engineers, quick promotions did not follow.

Mechanics

8. Mechanics consisted of two categories; those who had acquired their skill through on-the-job-training and those who had attended a military maintenance school. Courses for mechanics lasted one year and were conducted at the Air Force Technical School located in Zamosc (N 50-43, E 23-15). As in the case of technical officers and engineers, mechanics specialized in one of the three maintenance fields and could not be transferred from one specialty to another. However, the aircraft mechanic was always senior to the other mechanics because his knowledge of the other two specialties besides his own was better than for instance an armament mechanic's knowledge of the aircraft specialty. In other words, although an aircraft mechanic was not authorized to perform any repairs on armament or electrical/radio equipment, his knowledge was high

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enough to enable him to detect such faulty equipment.

9. Mechanics graduating from a maintenance school normally received the rank of corporal; outstanding students sometimes graduated as sergeants. Students generally were promoted to private first class during the course and were awarded one or two additional stripes upon graduating. Since 1956, upon the completion of the course, they received an NCO diploma in addition to a mechanic's certificate. Personnel who attended maintenance courses were not necessarily volunteers; many were selected and compelled to attend.

10. OJT mechanics were usually draftees who wanted to perform maintenance work but who were not qualified to attend a school. Unless an enlisted man was in the Regular Air Force, he had to meet certain qualifications in order to attend a mechanics school; such qualifications were normally based on an individual's civilian occupation. For instance, a draftee who in civilian life was a machine-tool operator was almost certain to go to an aircraft mechanics school whether he liked it or not. On the other hand, if he was a baker or butcher, he was not eligible unless he became "regular". Prior to actually performing maintenance work, OJT mechanics had to attend a six-week course conducted in their unit by the unit engineers and technical officers. They also specialized in only one of the three maintenance fields. Following the course, they were assigned as a mechanic's assistant. One year to 18 months later, they were considered as qualified mechanics and were assigned an aircraft with an assistant mechanic of their own. Although in many cases their skill was higher than that of the "school" mechanics, they could not be promoted beyond the grade of PFC since they possessed no NCO diploma. However, if they elected to remain in the air force as "regulars", they could be promoted even though they lacked an NCO diploma.

The Military Technical Academy (Wojskowa Akademia Techniczna - WAT)

11. Located in Warsaw/Boernerowo (N 52-15, E 20-55) near the airfield bearing the same name, the Military Technical Academy was the only military technical university in Poland. The academy was divided in two areas which were separated by a street (name unrecalled). Both areas were equipped with their own gates and inclosures. The academy comprised a large number of buildings; although some were two-story, plastered brick structures of pre-World War II construction, the majority had been erected after the war and consisted of long and narrow, one-story red brick structures. Prior to 1951, one of the two areas occupied by the academy housed an air force technical school.

12. The mission of the academy was to train various engineers for both the air force and army. No navy personnel were trained here. The academy was administered jointly by both army and air force personnel. Its president was an army brigadier-general (name unknown) who was directly subordinate to the Ministry of National Defense. The teaching staff included both military and civilian

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personnel. The academy was founded in 1951 at its present site near Boernerowo Airfield. Prior to this date, military engineers had been trained in the USSR. [redacted] 25X1 [redacted] there supposedly were more air force personnel than army. Air force students consisted of two main categories - - young men who had applied to attend the academy from civilian life, and aeronautical engineers who served in the air force as such but who lacked a formal education and degree as described in paragraph 4. A small number of students were young air force officers who applied to attend the school while on active duty. These were scarce, however, since it was practically impossible to attend the school once an individual was already on active duty. Among other requirements, an officer had to have served at least two years on active duty before he could apply. The majority of this third student category was composed of various officers, including pilots, who for some reason or another could not continue their air force career in their original specialty. A good example was [redacted] a former navigator [redacted] who applied to enter the academy when the Polish Bomber Air Force was being reduced. 25X1

13. In order to enter the academy's air force branch, the requirements for a civilian were as follows: he had to have a high school diploma with high grades; he had to be at least 18 years of age (maximum age limit unknown); he had to be politically, physically and mentally acceptable; he had to pass an educational entrance examination; and he had to pledge himself to serve at least 12 years in the air force upon graduation. Studies lasted four years. During the first year of training, students wore the uniform and received the pay of an air force private. This first year was a sort of probationary period during which the majority of students with poor grades or incompetent attitudes were released from school. Upon the successful completion of the first year, students received an officer's uniform and were given for the next three years of studies a monthly salary of about 950 zlotys plus room and board. Student officers who lived in private homes were given a monthly allowance of 1200 zlotys regardless of their particular rank. While in school, students were not referred to as "cadet"; they responded to some other title [redacted] 25X1 [redacted] which was superior to "cadet". For instance, a cadet attending a pilot school was required to salute a student of the academy. Cadets were also not entitled to the allowance student engineers received; they were only given 16 zlotys per month during their first year and 50 zlotys for the following years. [redacted] 25X1

students who managed to pass their initial year at the academy were practically assured of graduating. Upon graduation, straight "A" students received the rank of lieutenant; the rest of the students were awarded either second lieutenant or warrant officer

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grades, depending on their school marks. Although the academy was supposedly extremely well equipped for its purpose, it was the general opinion among air force personnel that engineers who obtained their degrees in civilian institutions were somewhat of a higher caliber from a technical point of view than those graduated by the academy. This could be attributed to the fact that civilian students could concentrate on technical studies whereas academy students had a number of additional subjects pertaining to their future position not only as aeronautical engineers, but also as officers. The academy man was the better officer, but the civilian was the better engineer.

14. [redacted] the academy. [redacted] curriculum [redacted] included a great number of hours for non-technical subjects, military studies in particular. Students were also compelled to learn, either in private night classes or through correspondence courses, one of the NATO nations' languages. They were required to pay for these language lessons out of their own allowance. Students were only tested in the language during final examinations. If a student was not proficient, he received upon graduation the lowest rank (warrant-officer) regardless of his other academic grades. If a student had low academic grades and in addition was not proficient in one of the NATO languages, appropriate remarks were entered in his military records thereby reducing his promotion chances.

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15. In 1956, the academy was subjected to several major changes; one such change was the lower emphasis placed on a student's political attitude. Naturally, a "good" political background was still a strong factor in determining an applicant's eligibility to enter the academy; however, it was no longer a strong factor for graduation purposes. Prior to 1956, academy students were strictly forbidden to associate with civilian students; they later were not only authorized to associate but could also belong to common student organizations. Another change was that, following the daily six hours of studies, students could do their home work in their quarters whereas previously they were compelled to remain an additional two hours in class and accomplish the home work there. Students also were authorized to attend, after normal classes, private institutions where they could receive additional instructions in certain subjects with which they had difficulties; this practice was prohibited prior to 1956.

16. The air force branch of the academy also included a department where officers on active duty -- who were slated for an engineer's position in a unit but who had no formal training and therefore possessed no degree -- were given an eight-month course, upon the successful completion of which they received a certificate of equivalent knowledge authorizing them to assume a position otherwise filled by an individual with a degree. [redacted]

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[redacted] The department's curriculum included few technical subjects and instead consisted mostly of administrative and management courses. 25X1

The Air Force Officers Technical School (Oficerska Szkola Techniczna Wojsk Lotniczych)

17. This was the sole air force institution in Poland which trained aircraft technical officers. It was located at Olesnica Airfield; [redacted] 25X1 The school was originally founded in either 1950 or 1951 at which time it was located in Zamosc; it was transferred to Olesnica in 1954. Prior to the foundation of the school, technical officers were selected from among outstanding enlisted mechanics.

Mission

18. The mission of the school was to train technical officers in the field of aircraft maintenance. A technical officer's duty in an air force unit consisted chiefly of the supervision of a group of mechanics. His technical knowledge was pratically as high as that of an engineer with the exception that an engineer was familiar with various types of aircraft whereas the technical officer was trained strictly to service one particular type of airplane. Although technical officers were assigned to supervisory positions, they were required if necessary to perform maintenance work normally accomplished by mechanics. In case there was a shortage of enlisted maintenance personnel, technical officers, since they were responsible for the readiness of an aircraft, were occasionally compelled to perform the manual work themselves. The performance of manual work was the source of much protest on the part of technical officers since it was considered degrading, and as officers they were theoretically exempted from such duties. As appeasement, they were offered a monetary compensation for the time they put in as mechanics; however, these compensations consisted of a nominal 50 zlotys per month and so much "red tape" was involved to collect the money [redacted] doubted if a single technical officer in the Polish AF had ever received it. Perhaps the biggest step taken by the air force to reduce use of technical officers as mechanics was the introduction of a new rule in 1955 which gave technical officers absolute supervisory authority over mechanics, insofar as maintenance activities were concerned. Formerly, when a pilot, for example, was a flight commander and was therefore the direct superior of both the flight technical officer and flight mechanics, he could over-rule an order given by the technical officer to a mechanic. Mechanics in this manner often avoided additional work which then had to be performed by the technical officer. 25X1

19. Although the Olesnica school was strictly an air force institution, personnel destined for naval aviation were also trained here. As in the case of many other air force schools, top graduating

students could remain in the air force or transfer to naval aviation; they very seldom elected to remain with the air force since naval aviation carried considerably more prestige. Of about 200 technical officers graduating each year, approximately 10 were normally transferred to naval aviation. The school's total enrollment was about 600 personnel. Prior to the school's move from Zamosc to Olesnica [redacted] 25X1 the total number of students enrolled had been around 1000. The reduction was due to a change of policy which called for more mechanics and less technical officers. Of the school's 600 students, about 400 were slated to become aircraft technical officers; 100 were to become armament technical officers; and the remaining 100 were to become radio/electrical equipment technical officers. [redacted] up to September 1953, the student attrition rate was approximately 20 percent, [redacted] the rate later diminished by about 10 percent since prior to 1956 about 10 percent of the deficient students were released from the school because of political unsuitability; they were mostly those whose close relatives had served in the "Country's Army" (Armia Krajowa), an underground fighting force during World War II. However, after Gomulka assumed power, both the former members of this underground organization and their relatives became acceptable. The majority of the remaining 10 percent of deficient students were released after their first year of school because of poor academic grades. 25X1 25X1

Selection of Candidates

20. In order to enter the Air Force Officers Technical School in Olesnica, all candidates were required to possess a high school diploma (11 general education years) and to be acceptable both politically and physically. Although political requirements were considerably lowered after 1955, active membership in a Communist organization was still a strong factor in acceptance by the school; conversely a strong reason for rejection by the school was the existence of relatives residing in the West. As for physical requirements, only an average state of health was demanded. Candidates were also required to successfully pass an entrance educational examination, which was of a high school level, except that strong emphasis was placed on the mathematical section of the test. [redacted] this examination was almost identical to that administered to enter pilot school [redacted] except that the mathematics section was substantially more complicated. Although the majority of the applicants were civilians, there were also a number of air force personnel, mainly enlisted men who had completed their high school education while already in the air force. It was also possible for military personnel from the other services to enter the school; however, these were few since it was rather difficult to transfer from one service to another. If, for instance, an army man had the necessary background to attend this school, it was only normal that he would be pressured by his superiors to enter an army officer's school since the latter service always 25X1 25X1

seemed to lack competent officers. The last requirement for all candidates prior to their final acceptance was a pledge that they would serve a minimum of 12 years in the air force or naval aviation upon graduation. The same requirement prevailed for all air force officer schools. Classes were always started and graduated in September.

Curriculum

21. From the very beginning of their studies, students were divided into the three maintenance specialties, each group attending classes separately. Furthermore, each specialty was subdivided into the different types of aircraft operating in the Polish AF. These were MIG-15 and MIG 15bis, IL-28, and propeller driven transport aircraft. In other words, there were three maintenance specialties, and each specialty comprised three groups -- MIGs, IL-28s, and transports. In addition, certain students also received a certain amount of training for the smaller conventional aircraft such as YAK-11 and Po-2. Naturally, if a student was destined to become an armament technical officer, he received no instructions about aircraft not possessing armament equipment. A technical officer was trained along one line and one line only; if he were a MIG radio/electrical equipment technician, he could only service the radio and electrical equipment of MIG-type aircraft. Neither prior to their enrollment nor afterward did students have a choice of any one specialty or aircraft type. Three full years of studies were necessary to graduate regardless of the particular specialty or airplane type.

a. First Year - the first year was primarily devoted to military studies. A total of approximately 2000 hours was devoted to the following subjects: drill - rules and regulations - political studies - military tactics - message coding - foreign armed forces, their tactics and weapons - history of wars and military campaigns - physics - mathematics - Russian language - Polish language - physical conditioning. At the end of the year, all students were required to pass an examination in order to continue the course. Those who failed were generally given credit for one year of military service and were subsequently transferred to the army where they completed the mandatory two years of military service.

b. Second Year - about 2000 hours were chiefly devoted during the second year to theoretical technical studies which included the following subjects: technical drafting - strength and composition of materials - electricity and electronics - theory of flying - engines and power plants - engine operating principals and fundamentals - composition and manufacturing of fuels and lubricants - physical conditioning - political studies. As at the end of the first year, students were com-

pelled to pass an examination in order to pursue their studies. The examination included subjects taught during both the second and first years. Students who failed to successfully complete the second year were required to meet a board of officers who determined whether the deficient students had failed because of inaptitude or lack of effort. Those who were found to have failed because of inaptitude were given credit for two years of military service and thus fulfilled their military obligation. Those who were found to have willfully failed were transferred to the army where they were required to serve two years as any other draftee. Very few students failed after their initial year at the school.

c. Third Year - this was by far the most important period of the entire course. It was one during which specific and highly technical subjects were taught, along with considerable practical work. During this third and final year, the following subjects were studied: operation and components of engines - operation and components of airframes - operation and components of electrical and radio equipment - operation and components of armament - practical work consisting of finding and repairing defects - utilization of tools and maintenance equipment - personnel management and work planning and scheduling - physical conditioning - political studies. A total of about 2400 hours were devoted during the third year to the above subjects.

22. The final examination, which included most subjects taught during the entire course, lasted 12 days and consisted of eight-hour daily oral, written and practical tests. Students who failed to pass the final examination were treated identically the same as those who failed at the end of the second year; they had to meet a board which decided whether they would be given credit for the time spent at the school or whether they would have to go into the army for two years of service. However, students seldom failed to pass the final examination, and if the board decided that they had willfully failed, they could appeal the decision by writing the Commander, Polish AF, in Warsaw who could reverse the board's findings. The final examination was conducted in the following manner. Students were asked three questions for each subject. The questions were written on a card which each student selected from a number of such cards. No student had the same three questions for a particular subject. Except for the practical tests which students executed, all questions were first answered in writing and then orally; this was to insure that should a student become "tongue-tied" the examiner could fall back on his written examination, or on the other hand if a student could not express himself properly in writing he could make up this deficiency orally.

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23. During the first two years of the course, classes were conducted for six hours daily, except Saturdays, Sundays and holidays, from 0800 hours through 1200 hours, and from 1300 hours through 1400 hours. On Saturdays, classes were conducted during the morning only from 0800 hours through 1200 hours. Classes consisted of 50-minute periods, always followed by a 10-minute recess. Following the daily lessons, students were compelled to remain in class for an additional two-hour-period or until 1700 on weekdays and 1400 hours on Saturdays to accomplish home work. During these additional two hours, students could chose any of the many classrooms available; should a student be deficient in any one particular subject, he could select during the homework period the room where the particular subject was taught. During these homework periods, a duty training officer always remained in each classroom to assist students requesting additional instruction. During the

third year of the course, the same schedule prevailed as for the first two years, except that the afternoon sessions lasted four hours instead of two, or eight hours of studies per day and six hours on Saturdays. As during the first two years, each school day was followed by two hours of homework. However, students were not compelled during the third year to remain in class to perform the homework and could leave after their eight hours of studies. Nevertheless, students generally were under pressure to remain in class. Reveille was at 0600 hours and classes started at 0800 hours. During the summer months, reveille was at 0500 hours and the entire school schedule was advanced one hour. Physical training was conducted daily, except Sundays and holidays, between reveille and breakfast and lasted approximately 25 minutes. Lights-out was at 1000 hours regardless of the season.

Faculty

24. The faculty of the school was entirely composed of air force personnel. The technical teaching staff consisted chiefly of personnel who had been outstanding graduates of the school, and who, upon the completion of the course, volunteered to remain as instructors. The faculty also included a number of aeronautical engineers who were graduates of the Military Technical Academy and a number of non-technical personnel who taught such subjects as military discipline and political studies. The commandant of the school was either a colonel or lieutenant-colonel (name unknown) who assumed his position in 1954 at which time he replaced Colonel ALEKSANDROW (fnu), a Soviet who had been head of the school since 1951. Prior to Aleksandrow, the commandant had been Lt. Col. JAKUBIK (fnu) who subsequently was promoted to brigadier-general and appointed as a deputy to General Frey BIELECKI, Polish AF commander. The commandant of the school was the direct superior of the director of academics (dyrektor nauk) and of the deputy commander for line matters (zastepca dowodcy to spraw liniowych). The latter individual was in charge of all military training such as rules and regulations, drills, discipline, and courtesy. He was assisted by a group of officers who were formerly in the infantry. The director of academics was on the other hand responsible for all technical and educational training. He was the direct superior of the political department director (wydzial polityczny), the aviation-engineering department director (wydzial inzynieryno-lotniczy), and military department director (wydzial ogolno-wojskowy). The director of the political department was responsible for political studies, Russian and Polish languages, and mathematics. The director of the military department was responsible for physical conditioning, military tactics, foreign armed forces, coding, topography, and military history. The director of the aviation-engineering department was in charge of all technical studies. This department consisted of three groups. Each group was responsible for one of the three maintenance specialties - aircraft, armament, and radio/electrical equipment, and each group was headed by a so-called manager (kierownik) who was directly subordinate to

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the department director. Each group manager was in turn directly superior to a number of section chiefs. The aircraft group consisted of an airframe, engine, and maintenance section. The armament group included two sections - ballistics and equipment. The radio/electrical equipment group was also composed of two sections - radio and electrical equipment. Each section chief was in turn directly superior to three senior lecturers (starsi wykladowcy), one for each aircraft type. Each senion lecturer was directly superior to a number of lecturers, each of whom was superior to a number of junior lecturers, who were in turn directly superior to a number of instructors (instruktorzy).

Summary

25. It was generally felt throughout the Polish AF that the above technical school was an excellent institution, that it was well equipped for its purpose, and that students who were willing to learn could graduate as excellent technicians. Although certain instructors and lecturers were of a lower caliber than demanded by such a school, no question ever remained unanswered. If an instructor did not know the answer to a particular question, he would call on the junior lecturer who if also unable to provide the answer would call on the lecturer, and so on up the line until the answer was provided. A major step toward the production of competent technical officers was taken after Gomulka took over, when political influence ceased to insure a student's graduation. Formerly, a large number of ignorant individuals had graduated solely because of their political connections.

The Aviation Technical School (Techniczna Szkola Lotnicza)

26. This was the only military institution in Poland which trained aviation mechanics. The school was originally founded shortly after World War II at which time it was located in Warsaw/Boernerowo, the present site of the Military Technical Academy. In 1950, it was transferred to Zamosc, the school's present site, where until 1954 it was located with the Air Force Officers Technical School which in 1955 moved to Olesnica.

27. The mission of the school was to train aviation mechanics for the Polish armed forces. Although the school was administered by the Polish AF, mechanics destined for the other services were also trained here. As in the case of engineers and technical officers, students were divided into three major categories - aircraft, armament, and radio/electrical equipment. Each category was further subdivided into the three basic types of aircraft utilized by the Polish armed forces - MIGs, IL-28s, and conventional type transports and trainers.

28. There were three types of students at the school - regular enlisted personnel, draftees, and NCOs who were already mechanics but who lacked the formal training and desired to obtain a certificate to better their promotion chances. These NCOs were generally air

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force personnel. The first type of students consisted of Regular Army, Navy or Air Force individuals who came into the service voluntarily and who at the time of enlistment specified the service branch along with the school they wished to enter. The second type of students were draftees who had been selected to attend the school regardless of their wishes. Although all students for the duration of the course were members of the air force, upon graduation the draftees could be transferred to any of the different services. Only the regular enlisted men who had specified a certain branch of the service at the time of enlistment were assured of an assignment in that particular service branch. Unless he was an outstanding student, it was unusual for an army draftee, who had been sent to the school and become an airman, to be transferred to the navy upon graduation. Here again, as in many other air force schools, the top graduates could go into naval aviation, which they normally did. Except for an elementary education (seven years) and a normal state of health and physical fitness, there were no other special requirements to enter the school. Naturally, draftees who had a civilian occupation which dealt with mechanics were generally selected; however, when this type of individual was not available, men in other professions were selected. [redacted] 25X1
[redacted] the school graduated approximately 1000 aviation mechanics each year.

29. The course at the Aviation Technical School of Zamosc lasted one year for all students, regardless of the particular specialty and type of aircraft they were to service upon graduation. Although the curriculum included non-technical subjects such as political and military studies, the emphasis of the course was on practical exercises and equipment familiarization. Knowledge of the particular equipment a mechanic was to service was very strongly emphasized. No test was administered during the course; students were required to pass one final examination at the end of the one-year schooling period. No written tests were administered; the entire final examination, which lasted about five days (eight hours per day) consisted of oral and practical tests. Students who failed to pass the final examination (approximately 35 percent) were generally transferred to aviation units in one of the services where they became assistant mechanics.

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the technical phase for a typical examination of the "aircraft" specialty included the following subjects and questions:

a. Engine Components - remove, disassemble, reassemble, and reinstall the PN-3 fuel pump giving simultaneously an oral description of the process and components.

b. Airframe - describe in detail the components of a wing (oral).

c. Maintenance - prepare place of work and secure proper equipment for the removal of an engine (practical and oral). Exchange all hydraulic conduits (oral and practical).

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d. Armament - unload and load with ammunition N-37 gun (oral and practical). Install safety pins in seat ejection system (practical and oral).

e. Electrical Equipment - check voltage of 12-A-30 battery (practical and oral).

f. Radio Equipment - describe and enumerate the components of a UHF radio-receiver

30. It was general opinion in the Polish AF that mechanics were excellent and very reliable. They were generally high spirited and loved their work. High-ranking Soviet officers who were pilots and faculty members at various Polish AF schools had the choice of Soviet or Polish mechanics to service their aircraft. Although the Poles were not considered trustworthy, and the Soviet officers had been warned of possible sabotage, the Soviets still normally requested their services. They felt that the superior skill of the Polish mechanic justified the risk.